DOCUMENT RESUME

ED 461 794 CG 031 542

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TITLE	Accountability for Comprehensive Guidance Program Delivery and Quality: Program Templates.
PUB DATE	2002-02-00
NOTE	34p.; In: "Implementing Comprehensive School Guidance Programs: Critical Leadership Issues and Successful Responses"; see CG 031 528. Charts contain small print.
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Comprehensive Guidance; *Educational Technology; Efficiency; Elementary Secondary Education; Evaluation; Guidance; *Guidance Objectives; Instructional Materials; Models; Program Development; *School Counseling; School Counselors; School Guidance; Time Management
IDENTIFIERS	Cypress Fairbanks Independent School District TX

ABSTRACT

The Cypress-Fairbanks Independent School District in northwest Houston has grown extremely fast. During the 2001-2002 school year, an additional 4,000 students were added. Because of this growth, it was difficult for the district to adopt the state model for guidance and counseling programs. Many counselors followed what was recommended but it was difficult to evaluate program effectiveness. When counselors requested strategies for more efficient ways to develop the plan, the district came up with a format of using computer templates to help their workload. Templates were developed for elementary, middle, and high school counselors. The templates listed district goals; guidance curriculum descriptions; responsive services descriptions; individual planning descriptions; and guidance curriculum plans. That information helped the counselors understand what the model program was about. They were able to make estimations about time allocations and made the needed adjustments to their activities. The templates also served as a training tool and source of information for the non-counseling staff. Templates are listed in Appendix One. (JDM)

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ED 461 794

Accountability for Comprehensive Guidance Program Delivery and Quality: Program Templates

by

Sadie Woodard
Benny Malone

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Chapter Fourteen

Accountability for Comprehensive Guidance Program Delivery and Quality: *Program Templates*

Sadie Woodard & Benny Malone
Cypress-Fairbanks Independent School District, Houston, Texas

The Cypress-Fairbanks Independent School District (CFISD) in suburban northwest Houston is an extremely fast growing school district. Over the past ten years, the district has grown by 25,000 students. At the start of the 2001–02 school year, 4,000 new students enrolled in CFISD schools. This phenomenal growth has greatly affected every aspect of the district, including the delivery of guidance and counseling services.

The staffing ratio for counselors in CFISD is 400 students per counselor in secondary schools. At the elementary level a formula is used for allocating counselors. For schools with an enrollment of up to 949 students, one counselor is allocated. When a campus reaches 950 students, a half-time counselor is added. A second full-time counselor is added when an elementary campus reaches 1,100 students. We currently have three elementary schools with more than 1,200 students. Although the counselor-to-student ratios are high in comparison to the rates recommended by the American School Counselor Association (i.e., a maximum of 1:300), they are typical of many schools in large, fast growing school districts in Texas.

In 1990, The Texas Education Agency released *A Model Developmental Guidance and Counseling Program for Texas Public Schools*. The agency recommended that Texas schools adopt this model for the design of their school guidance programs. Since 1990 CFISD counselors have been requested to follow the state's recommended model in the design, development, implementation, and evaluation of their school guidance programs.

The Problem

Writing an annual comprehensive developmental guidance program is a huge task. Because we have site-based decision making in CFISD,

personnel in each school identify the needs of that school's students. Building staff members, including counselors, are very involved in developing a Campus Improvement Plan (CIP), which is tied to the district's Annual Goals/Action Plan. We envisioned the writing of a developmental guidance program as part of the CIP process.

However, counselors have shown some reluctance in designing and developing their program from year to year. Time seems always to be the enemy. Counselors would usually prepare a calendar of major activities, and those at the secondary level would assign responsibilities to various counselors. (Because most of our elementary schools have had only one counselor in the building, that individual carried responsibility for all guidance activities.) Although we had advocated that all counselors follow the recommended Texas model, this was not really viewed as a planning process but rather as a paperwork requirement. Many counselors did follow much of what was recommended, but it was difficult to evaluate effectiveness or document what actually was in place. In addition, the model contained recommended percentages for time allocation to particular guidance tasks, but counselors were unable to advocate effectively for a program that more closely matched the recommended percentages because of the difficulty in documenting the current program. Therefore, counselors requested strategies for more efficiently and effectively developing their campus guidance plans.

Our Answer

After informal discussion with several counselors, we came to the conclusion that setting up a common format for writing a program would be helpful. We also determined that the format needed to accomplish the following:

- be user-friendly (few elementary counselors had clerical help);
- allow for individualization among school plans;
- include counselor responsibilities listed in the district's Annual Goals/Action Plan; and
- adhere to all of the recommendations found in the Texas model, which we were committed to implementing to the greatest degree possible.

The idea of using computer templates resulted from several months of planning meetings with guidance counselors. We met with the cluster leaders of elementary counselors and the coordinating counselors for middle schools and high schools in separate meetings. We had four main objectives for the meetings:

1. To get a comprehensive overview of all of the counselors' responsibilities. We knew there would be many similarities, but we

also expected differences due to site-based decision making.

2. To come to consensus on assigning the various tasks contained in the four components of the Texas model—guidance curriculum, responsive services, individual planning, and system support. It was through this step that we could attempt to evaluate whether counselors were devoting the recommended time percentages to each component.
3. To list all of the guidance materials and programs that were used districtwide and all of the topics that were mandated in school district policy and state law, or that were recommended in the Texas model for guidance and counseling programs. This list served to inform counselors about materials with which some may not have been familiar. It also facilitated networking among counselors regarding the myriad of guidance materials available to meet the needs of students.
4. To identify all district goals for which counselors had a responsibility and tie them to components of the Texas model. In other words, we wanted to document that the developmental guidance program for each campus met campus needs, district goals, and Texas model recommendations.

Description of Templates

With Sadie Woodard's assistance, Benny Malone developed the templates, using Microsoft Word. A separate set of templates was developed for each level: elementary, middle school, and high school. The templates are included in a folder on the district's computer network, on the Global drive. Each campus counselor has access to this drive. Through Windows Explorer, the counselor copies the template folder to his or her individual computer system.

Each template set comprises a parallel series of 12 documents with the content modified as appropriate for each level. (See the sample form templates in the chapter appendix.) The content of some documents is the same across all levels; these are the cover page, district goals list, professional counseling staff list, and the caseload assignment lists for the beginning-of-year plan and the end-of-year evaluation. Other documents are specific to the elementary, middle school, or high school level, namely the campus snapshot, guidance curriculum description, responsive services description, individual planning description, system support description, guidance curriculum plan, and the guidance and counseling calendar. The content for these documents was established during the counselor meetings described previously. Each counselor edits these document templates to match his or her specific activities. Some activities may be deleted or added, but on the whole, activities are common to all campuses.

Benefits

Through the process of setting up a standard format, counselors became very familiar with the details of the model. We were able to identify and discuss misconceptions, with the results being that counselors became much more knowledgeable of what a model guidance program should look like. Another beneficial outcome of this process was that we were able to identify gaps in the existing guidance programs of our schools. For example, middle school counselors were engaged in a highly administrative role, and were conducting a minimal amount of classroom guidance or small-group activities. We were also able to document imbalances in the percentages of time allotted to the various components. We saw the need to temper our expectations for our school programs because of the large student-counselor ratio, especially in elementary schools. This caused us to problem solve in a different way. Our counselor committees began to identify other staff on each campus who could assist in implementing various parts of a comprehensive guidance and counseling program. An example of this is our D.A.R.E. programs, which are implemented through the science curriculum and are taught by trained D.A.R.E. officers. This instruction clearly falls under the guidance curriculum component and is presented in every fifth-grade classroom in the district.

In developing the templates, we were able not only to accomplish the goal that we set out to accomplish, but because we had committees representing every campus, we also achieved buy-in from the counseling staff at elementary, middle school, and high school levels. All had a part in designing the master plan.

In addition to outlining the annual activities of a school's developmental guidance program, the set of documents serves as both a training tool and an informational piece for non-counseling staff members, including principals. Therefore, the definition of each of the four components is included at the top of the relevant document, with the recommended percentage of time counselors should spend in that particular component. Using the templates has been a tremendous time-saver for counselors, enabling them to spend more of their time implementing the program and less time designing its presentation.

Conclusion

The feedback from counselors at all levels about using the templates has been very positive. Principals also are pleased to have a documented program on hand to share with other staff when doing annual planning

activities. The central guidance and counseling office can answer questions about a particular campus guidance program with assurance that a strong plan that adheres to state, district, and campus goals is in place. This format has provided our counselors with a structure that allows individualization for each campus, a must for districts with site-based decision making. The mechanics have not been difficult to manage. In fact, a side benefit is that many counselors have strengthened their computer skills!

Reference

Texas Education Agency. (2000). *A model developmental guidance and counseling program for Texas public schools*. Austin, TX: Author.

About the Authors

Sadie A. Woodard has been director of guidance and counseling in the Cypress-Fairbanks Independent School District, Houston, Texas, for 14 years. Prior to taking her current position, Sadie was a high school assistant principal, counselor, science teacher, and coach. She has been an active leader in the Texas Counseling Association and the Texas Association for Multicultural Counseling and Development. Sadie can be reached at sadie.harris-woodard@cfisd.net or at (281) 897-4054.

Benny K. Malone has been coordinator of guidance and counseling for two years in the Cypress-Fairbanks Independent School District. Earlier in her career, Benny was an elementary counselor and, prior to that, a special education teacher. She can be reached at benny.malone@cfisd.net or at (281) 517-6326.

Template Appendix

DEVELOPMENTAL GUIDANCE PROGRAM

SCHOOL NAME

Prepared by

COUNSELOR (S) / COORDINATING COUNSELOR

DATE

DGP—Cover Page
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

Professional Counseling Staff

_____
school name

Counseling Staff*	Education Degree, Major & School	Area of Special Interest/Training/Licensure

*Include all campus counseling staff—e.g., Campus Counselors, Intern, Bilingual Itinerant Counselor, YSS, Special Education Counselor, Psychologist

DGP-Professional Counseling Staff
Cypress-Fairbanks ISD
Guidance and Counseling Dept
September, 2001

Date_____

Middle School Campus Snapshot

_____
school name

Demographics
(Obtain information from Enrollment/Ethnic Recap.)

Enrollment	American Indian	Asian	Black	Hispanic	White	Sp. Ed.	F/R	ESL
Total								
% of enrollment								

Special Programs
(Place "x" for programs on your campus.)

Program	CSRD Grant (AVID)	Life Skills	ESL Block (3 hr. NES class)	Building Better Relationships	Other (List name of program(s) below.)		

Date_____

DEVELOPMENTAL GUIDANCE PROGRAM
Elementary School
Caseload Assignment of Counseling Staff

Beginning-of-the-Year Plan

(List each counselor by name, assignment and activities.)
Counseling Staff*
Title
Grade Level Served
Enrollment
Number of Small Groups Planned
Number of Students to be Served in Small Groups
Number of Guidance Curriculum Presentations Planned
Number of Students to Be Served in Guidance Curriculum Presentations

TOTAL

*Include all campus counseling staff—e.g., Campus Counselors, Intern, Bilingual Itinerant Counselor, YSS, Special Education Counselor, Psychologist

DGP—Elementary Caseload Assignment, Beginning of YearCypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

Cypress-Fairbanks Independent School District
Goals and Annual Action Plan, 2001–2002

District Goal 1

Student Progress: Academic Learning and Social/Emotional Development

- Students' academic performance and achievement level will reflect excellence in learning and attainment of both high expectations and high standards.
- Students' behavior will exemplify the skills, attitudes, and/or practices characteristic of productive, community-minded adults: citizenship, self-esteem, respect for others, accountability for actions, and healthful lifestyles.

Curricular Objectives

Produce graduates who have experienced full access to a challenging, enriched, TEKS-based curriculum.

1. Challenge all students by providing them a well-balanced, rich curriculum with appropriate learning experiences based on the Texas Essential Knowledge and Skills (TEKS).
2. Ensure that students, no matter which campus they attend, receive the same curriculum as detailed in the District's academic standards for language arts/reading, mathematics, science, and social studies.
3. Enroll students in appropriately challenging courses, particularly in mathematics and science, by adhering to well-thought-out placement criteria and procedures.
4. Maintain high expectations for students—that they will demonstrate exemplary performance in their reading and writing of the English language and in their understanding of mathematics, science, and social studies.

"Portrait" Objectives

Develop in students the competencies identified in the "Portrait of a CFISD Graduate": effective communicator, competent problem solver, self-directed learner, responsible citizen, and quality producer.

Effective Communicator

5. Improve students' communication skills by providing instruction in listening, speaking reading, and writing, including the use of standard grammar, language conventions, and vocabulary precision and richness.
6. Ensure students' literacy by making certain that all students can read on grade level or above by the end of third grade and every year thereafter.
7. Expand students' language skills by providing opportunities for foreign language instruction at the elementary level.
8. Add dimension to students' learning environment by promoting the use of technology as a tool.

DGP—District Goals
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

Competent Problem Solver

9. Develop and refine students' problem-solving and critical/creative-thinking skills by extending the depth and complexity of lessons.
10. Ensure students' mathematical competence by making certain that they reach or exceed grade-level math standards by the end of third grade and every year thereafter.

Self-directed Learner

11. Ensure students' academic success by equipping them with on-grade- level or higher study skills.
12. Enable secondary students to maximize credit-earning opportunities by providing information to students and their parents about four-year plans, required and elective courses, and high-school-credit courses offered during middle school.
13. Maximize students' time in their regularly scheduled classes by monitoring co-curricular and extracurricular activities and enforcing participation guidelines while considering the benefits that such activities can provide for students.
14. Help students plan for life beyond graduation by providing college counseling and career guidance.

Responsible Citizen

15. Help students gain an understanding of, acceptance of, and appreciation for diversity, and expect them to treat others with dignity and respect.
16. Prepare students to lead productive lives in the 21st century by cultivating worldwide awareness and multicultural understanding.
17. Equip students to become productive, contributing adult citizens and workers by developing and refining their self-discipline and sense of responsibility.
18. Maximize the student completion rate by reducing the number of students who drop out of school (psychological as well as physical dropouts).
19. Increase student attendance by studying the causes of absenteeism, finding ways to address these problems, and implementing targeted strategies.
20. Foster students' physical and emotional fitness by encouraging them to form good habits and adopt healthful practices.
21. Instill in students the importance of remaining drug-free by providing effective and appropriate instruction about the hazards of substance abuse.

Quality Producer

22. Close the achievement gap between at-risk and non-at-risk students by elevating expectations of their performance, accelerating their academic growth, and varying the strategies used in their instruction.
23. Improve the academic outcomes of students in special populations (such as limited English proficient, gifted/talented, and special education) by strengthening the curricula designed to meet their needs.
24. Accommodate learners' needs through the use of flexible grouping, particularly in subject areas that invite vertical acceleration for students with special aptitudes.
25. Prepare learners for real-world pursuits by ensuring that teachers understand and convey to students and their parents the specific connections between classroom activities/topics and job skills/knowledge.

Counselor Activities

(This list pairs the counselor activities stated in the *CFISD Goals and Annual Action Plan, 2001–2002* with the state-recommended guidance and counseling program components: Guidance Curriculum, Responsive Services, Individual Planning, and System Support. In order to formulate a comprehensive developmental guidance program for an elementary or secondary campus, the counseling staff incorporates both district goals and state components.)

1. Curricular Objective, Activity #6 (Individual Planning, E/S)

Promote students' placement into appropriately challenging courses that provide vertical acceleration by continuing to review, revise, and monitor District placement criteria and procedures.

a. Implement a vertical acceleration program in mathematics that meets District criteria for advancement in grades 1–5.

b. Minimize the number of drops from Algebra 1 during the first six weeks of 8th grade by identifying student needs and adjusting instruction accordingly.

2. Curricular Objective, Activity #7 (System Support, E/S)

Keep students and parents informed about advanced-placement and credit-by-exam opportunities.

3. Curricular Objective, Activities #8 (Individual Planning, S)

Improve ninth-grade student success by continuing to use many of the strategies implemented through the ACCESS Graduation grant.

4. Portrait Objective, Competent Problem Solver, Activity #11 (Guidance Curriculum, E/S)

Encourage students to participate in activities beyond the classroom that promote higher-level thinking and problem-solving competencies. Some examples are listed below.

a. Co-curricular: UIL competitions, science exhibits, History Fair

b. Extracurricular: Destination ImagiNation, Science Olympiad, math contests

c. Social/emotional: peer mediation, PALS, Teen Leadership, mentoring, anger management counseling groups, Teen Court, D.A.R.E., and Skills for Adolescence

5. Portrait Objective, Self-directed Learner, Activity #8 (System Support, S)

Maximize students' opportunities to earn high school credits during middle school by clarifying the District's philosophy regarding this issue.

6. Portrait Objective, Self-directed Learner, Activity #10 (System Support, S)

Continue updating and providing students and parents with guidance/counseling publications for use in developing four-year plans and planning for college and careers. Examples:

- Information regarding local advanced-placement, College Board AP courses, credit-by-exam, and dual-credit opportunities
- Internet and web sites for colleges
- Information on college admissions and financial aid opportunities (e.g., the "TEXAS" and "Teach for Texas" grant programs)
- Individual transition planning for students with disabilities
- Other transitional guidance materials

7. Portrait Objective, Self-directed Learner, Activity #11 (System Support, S)

Encourage students and their parents to set educational goals by publicizing and distributing information related to the four-year planning process and college and career planning. Examples:

- Middle school and high school transition meetings (*Keeping the Options Open*)
- Television announcements in English, Spanish, and Vietnamese
- Information on CFISD web site
- Transition planning brochure for students with disabilities

8. Portrait Objective, Self-directed Learner, Activity #12 (Individual Planning, S)

Promote secondary students' understanding of the connection between education and career success through

a. TEKS-driven classroom activities with real-world focus and

b. Implementation of the individual planning component ("career focus" portion) of the *Development Guidance Program.*

9. Portrait Objective, Self-directed Learner, Activity #14 (System Support, S)

Ask students to rate the District's success in preparing them for life beyond high school.

a. Administer the Life Track Exit survey to all graduating seniors, analyze the results, and identify trends.

b. Continue following up on the study of graduates who have become productive employees, and determine what role the schools may have played in those students' attainment of career success.

10. Portrait Objective, Responsible Citizen, Activity #4 (Individual Planning, S)

Identify students who have fallen behind their peers, and address their individual needs by implementing alternative ways of delivering instruction and services and/or allowing them to earn credit and accelerate their progress in school (e.g., Windfern High School, advanced placement, credit-by-exam).

11. Portrait Objective, Responsible Citizen, Activity #6 (Responsive Services, E/S)

Reach students who struggle with developing self-discipline and responsibility by implementing non-traditional interventions (e.g., conflict resolution, peer mediation, in-school tribunal, teen court, small-group counseling, seminars on character development and leadership).

12. Portrait Objective, Responsible Citizen, Activity #7 (Guidance Curriculum, E/S)

Develop positive behaviors in students through continued implementation and evaluation of programs such as Boys Town (Building Better Relationships), the Developmental Guidance Program, and Safe and Drug-free Schools (PALS, DARE, and GREAT), and Teen Leadership.

13. Portrait Objective, Responsible Citizen, Activity #9 (Guidance Curriculum, E/S)

Help students to develop an appreciation for diversity.

a. Enhance multiethnic understanding through continued participation in the Teen Summit on Race Relations.
b. Promote districtwide collaboration of students through the superintendent's high school and middle school Student Leadership Program groups.
c. Provide opportunities for students to discuss the importance of understanding and accepting others.

14. Portrait Objective, Quality Producer, Activity #14 (Individual Planning, S)

Ensure academic success for 9th-grade students.

a. Provide incoming 9th graders with summer programs (e.g., summer academies, including Algebridge).
b. Ensure that 9th graders earn at least 5 credits (and become 10th graders).

15. Portrait Objective, Quality Producer, Activity #21 (System Support, E/S)

Improve special education students' programs and learning outcomes by implementing the District's plan of action for improvement (i.e., the CAP) and updating each campus's progress in the following areas.

a. least restrictive environment;
b. related services;
c. timelines for initial evaluation;
d. timelines for re-evaluation; and
e. transition services

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Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

DEVELOPMENTAL GUIDANCE PROGRAM

Guidance Curriculum

The purpose of the Guidance Curriculum component is to help all students develop basic life skills. The curriculum has a scope and sequence for student competency development and is taught in units with planned lessons.
State-recommended percentage, Middle School = 35% to 40%

In the area of Guidance Curriculum, the counselors at_____ will:
(school name)

1. Teach the developmental guidance curriculum in units with planned lessons for small or classroom-sized groups of students at all grade levels.
2. Plan and present lessons on the following topics:
    - Self-confidence Development
    - Motivation to Achieve
    - Decision-making, Goal-setting, Planning, and Problem-solving Skills
    - Interpersonal Effectiveness
    - Communication Skills
    - Cross-cultural Effectiveness
    - Responsible Behavior
3. Identify appropriate resources and materials necessary for presenting the guidance curriculum.
4. Collaborate with, and provide assistance to, other school team members (especially teachers) who may integrate the guidance topics with other curricula.
5. Assist teachers in instructing students on how to interpret and utilize the results from the 8th-grade Career Planning Survey.
6. Coordinate classroom and small-group guidance lessons with campus and district goals.
7. Prepare a monthly calendar of guidance curriculum activities that includes:
    - The topics/programs presented
    - The grade level receiving the presentation
    - The format of the presentation (classroom session or small group activity)
    - Lesson presenter (counselor, campus staff or other person)

Sample

Elementary Guidance Curriculum Plan

Suggested Topics/Programs	Recommended Grade Level	Guidance Curriculum Area Addressed *
DUSO	PK, K, 1	ABCDEFG
Kelso	2,3,4	ABCDEFG
Building Better Relationships	All	ABCDEFG
Be Cool Series	4,5	ABCDEFG
Get Along Series	PK, K, 1, 2	ABCDEG
Stick Up for Yourself	4,5	ABCDEFG
DARE	5	ABCDEFG
GREAT	4	ABCDEFG
PALS	3, 4, 5	ABCDEFG
ROPES	4,5	ABCDEG
WHO	1,4	ACEG
Anger Control	All	CDEG
Bullying/Teasing	All	ABCDEFG
Conflict Resolution	All	ACDEG
Cross Cultural Effectiveness	All	BCDEF
Drug Awareness	All	ACEG
Growth & Development	5	ACG
Meet the Counselor	All	CE
Middle School Transition	5	ABCG
Social Skills	All	ABCDEFG
Test taking/Study Skills	2,3,4,5	ABCG
Violence Prevention	3,4,5	ABCDEFG

***Guidance Curriculum Areas**

The following topics should be included in the Developmental Guidance Program recommended by TEA.

A. Self-confidence Development
B. Motivation to Achieve
C. Decision-making, Goal-setting, Planning and Problem-solving Skills
D. Interpersonal Effectiveness
E. Communication Skills
F. Cross Cultural Effectiveness
G. Responsible Behavior

District Goal Addressed Through Guidance Curriculum

Goal 1, Portrait Objectives

Competent Problem-solver, Activity 11
Encourage students to participate in activities beyond the classroom which promote higher-level thinking and problem-solving competencies. Some examples are listed below.

- *(a) Co-curricular: UIL competitions, science exhibits, History Fair*
- *(b) Extracurricular: Destination ImagiNation, Science Olympiad, math contests*
- *(c) Social/emotional: peer mediation, PALS, Teen Leadership, mentoring, anger management counseling groups, Teen Court, DARE, and Skills for Adolescence*

Responsible Citizen, Activity 7
Develop positive behaviors in students through continued implementation and evaluation programs such as Boys Town (Building Better Relationships), the Developmental Guidance Program, and Safe and Drug-free Schools (PALS, DARE, and GREAT), and Teen Leadership.

Responsible Citizen, Activity 9
Help students to develop an appreciation for diversity.

- *(a) Enhance multiethnic understanding through continued participation in the Teen Summit on Race Relations.*
- *(b) Promote districtwide collaboration of students through the Superintendent's high school and middle school Student Leadership Program groups*
- *(c) Provide opportunities for students to discuss the importance of understanding and accepting others.*

DGP-Sample Guidance Curriculum Plan, Elementary
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September, 2001

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Sample

High School Guidance Curriculum Plan

Suggested Topics/Programs	Recommended Grade Level	Guidance Curriculum Area Addressed *	District Goal Addressed Through Guidance Curriculum
AAS-4yr. Plan Presentation	8, 9	BCG	**Goal 1, Portrait Objectives**
Alcohol Ed. Program (ALC)	6-12	ACEG	**Competent Problem-solver, Activity 11**
Anger Control	All	CDEG	*Encourage students to participate in activities beyond the classroom which promote higher-level thinking and problem-solving competencies. Some examples are listed below.*
Building Better Relationships	All	ABCDEFG	*(a) Co-curricular: UIL competitions, science exhibits, History Fair*
Conflict Res./Peer Mediation	All	ACDEFG	*(b) Extracurricular: Destination ImagiNation, Science Olympiad, math contests*
Cross Cultural Effectiveness	All	BCDEF	*(c) Social/emotional: peer mediation, PALS, Teen Leadership, mentoring, anger management counseling groups, Teen Court, DARE, and Skills for Adolescence*
Drug Awareness	9, 10	ACEG	
Harassment	All	ABCDEFG	**Responsible Citizen, Activity 7**
Leadership Skills	All	ABCDEG	*Develop positive behaviors in students through continued implementation and evaluation programs such as Boys Town (Building Better Relationships), the Developmental Guidance Program, and Safe and Drug-free Schools (PALS, DARE, and GREAT), and Teen Leadership.*
Meet the Counselor	All	CE	
Red Ribbon Week	All	ACEG	**Responsible Citizen, Activity 9**
ROPES	All	ABCDEG	*Help students to develop an appreciation for diversity.*
Safety Awareness	All	ACDEFG	*(a) Enhance multiethnic understanding through continued participation in the Teen Summit on Race Relations.*
Student Orientation	All	CG	*(b) Promote districtwide collaboration of students through the Superintendent's high school and middle school Student Leadership Program groups*
Suicide, Crisis Prevention	9,10	ACE	*(c) Provide opportunities for students to discuss the importance of understanding and accepting others.*
Teen Summit Interethnic Forum	All	CDEF	
Test Taking/Study Skills	10, 11	ABCG	
WHO	9, 10	ACEG	

***Guidance Curriculum Areas**

The following topics should be included in the Developmental Guidance Program recommended by TEA.

A. Self-confidence Development
B. Motivation to Achieve
C. Decision-making, Goal-setting, Planning and Problem-solving Skills
D. Interpersonal Effectiveness
E. Communication Skills
F. Cross Cultural Effectiveness
G. Responsible Behavior

DGP-Sample Guidance Curriculum Plan, High School
Cypress-Fairbanks ISD
Guidance and Counseling Dept
September, 2001

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DEVELOPMENTAL GUIDANCE PROGRAM

Responsive Services

This is an ongoing daily responsibility in which the counselor intervenes on behalf of those students whose immediate personal concerns or problems put their continued personal-social, career, and/or educational development at risk.
State-recommended percentages, High School = 25% to 35%

In the area of Responsive Services, the counselors at _____ will:
(school name)

1. Provide consultation through conferences, phone calls and individual meetings to:
    - Teachers
    - Parents
    - Administrators
    - Psychologist
    - Diagnostician
    - Nurse
    - Youth Service Specialist
    - Other professionals
2. Locate appropriate resources for referrals to community services.
3. Facilitate and/or assist other campus staff in making referrals to Children's Protective Services and respond to requests for information from Children's Protective Services.
4. Serve as a member of the campus crisis intervention team.
5. Conduct small-group counseling sessions on various topics, such as:
    - Self-esteem
    - Retention
    - Building and Maintaining Positive Personal Relationships
    - Anger Management
    - Grief and Loss
    - Divorce
    - Social Skills
    - Goal Setting for Academic and Career Aspirations
    - Special Needs
6. Meet with students for individual counseling on an as-needed or limited basis to address school adjustment issues and assess student needs for additional intervention from school, home, or community services.
7. Support the development and implementation of campus mentoring programs.
8. Provide booklets and brochures on topics of interest to parents and students.

DGP—Responsive Services, High School
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Guidance and Counseling Dept.
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DEVELOPMENTAL GUIDANCE PROGRAM
Individual Planning

This is an ongoing daily responsibility in which the counselor guides all students as they plan, monitor, and manage their own educational, career, and personal-social development.
State-recommended percentage, Middle School = 15% to 25%

In the area of Individual Planning, the counselors at _____ will:
(school name)

1. Serve as members of the campus At Risk Committee.
2. Provide parent consultation regarding student needs at new student registration.
3. Provide consultation to parents regarding student progress as needed throughout the year.
4. Provide consultation to students regarding academic matters (e.g., credit-by-exam, four-year plans, summer school placement, course selection and scheduling, Duke Talent Search program).
5. Provide consultation to teachers regarding student concerns.
6. Assist with the completion of behavior rating scales as requested.
7. Maintain accurate, up-to-date student records of testing and identification for special programs (special education, 504, dyslexia).
8. Process referrals for special education including:
    - Chairing the referral committee meeting
    - Attending staffings
    - Chairing and/or attending ARDs
9. Interpret assessment data and test results and consult with parents, students and school staff in order to assist in formulating realistic goals for students (TAAS; career planning survey; special program testing.)
10. At the principal's discretion, serve on the dyslexia identification committee.
11. At the principal's discretion, coordinate the 504 committee.
12. Assist students in making applications for special programs and schools.
13. Assist with completing individual TAAS interviews.
14. Prepare a monthly calendar of individual planning activities which includes:
    - At Risk Committee meetings
    - Course selection and scheduling timelines
    - Individual student four-year planning conference timelines
    - New student registration

DGP—Individual Planning, Middle School
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

DEVELOPMENTAL GUIDANCE PROGRAM

System Support

The System Support component consists of services and management activities which indirectly benefit students and are required to assure the delivery of a high quality guidance program.
State-recommended percentage, Elementary = 10% to 15%

In the area of System Support, the counselors at _____ will:
(school name)

1. Plan, organize, and ensure implementation of the campus-wide developmental guidance program.
2. Participate in and contribute to district and campus leadership teams including:
    - Campus administrative team
    - Counselor meetings and committees
    - Cluster meetings
    - Vertical team meetings
3. At principal's discretion, serve as member of CPOC.
4. Support campus programs and special events.
5. Contribute articles to the campus newsletter regarding activities and services of the guidance and counseling program.
6. Provide staff development at campus and district levels that furthers knowledge and understanding of the guidance and counseling program.
7. Provide parenting education programs at campus and district levels.
8. Serve as campus TAAS coordinator.
9. At principal's discretion, coordinate other campus standardized testing programs (GT, second-grade testing, bilingual/ESL).
10. Continue to enhance personal professional development by attending conferences and workshops.
11. Assist campus staff as part of the PEIMS data quality assurance team by maintaining accurate counseling records for all students in special programs (special education, GT, bilingual/ESL).
12. Prepare a monthly calendar of system support activities which include:
    - Standardized testing schedule
    - Professional development activities
    - Conference attendance
    - Campus support activities
    - Parent education programs

DGP—System Support, Elementary
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

DEVELOPMENTAL GUIDANCE PROGRAM

System Support

The System Support component consists of services and management activities which indirectly benefit students and are required to assure the delivery of a high quality guidance program.
State-recommended percentage, High School = 15% to 20%

In the area of System Support, the counselors at _____ will:
(school name)

1. Plan, organize, and ensure implementation of the campus-wide Developmental Guidance Program.
2. Participate in and contribute to district and campus leadership teams including:
   - Campus administrative team
   - Counselor meetings and committees
   - Cluster meetings
   - Vertical team meetings
3. At principal's discretion, serve as member of CPOC.
4. Support campus programs and special events.
5. Contribute articles to the campus newsletter regarding activities and services of the guidance and counseling program.
6. Provide staff development at campus and district levels which furthers knowledge and understanding of the guidance and counseling program.
7. Provide parenting education programs at campus and district levels.
8. Serve as campus TAAS coordinator.
9. Assist in coordinating other campus standardized and field-testing programs (credit-by-exam; college entrance exams including PSAT, SAT I, ACT, and College Board AP testing; RPTE; special education alternative testing).
10. Consult with teachers in instructing students on how to interpret and utilize the results from the Career Planning Survey.
11. Continue to enhance personal professional development by attending conferences and workshops.
12. Assist campus staff as part of the PEIMS data quality assurance team by maintaining accurate counseling records for all students in special programs (special education, At Risk).
13. Prepare a monthly calendar of system support activities which includes:
    - Standardized testing schedule
    - Professional development activities
    - Conference attendance
    - Campus support activities
    - Parent education programs

DGP—System Support, High School
Cypress-Fairbanks ISD
Guidance and Counseling Dept.
September 2001

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

Elementary Guidance and Counseling Calendar

Month	All Levels	PreK	K	1st	2nd	3rd	4th	5th
July	**New Student Registration (IP)**							
August	**Counselor Inservice (SS)** **New Student Registration (IP)** **RS-ongoing** Meet the Counselor (cC) Building Better Relationships (BBR) (cT) **Credit-by-Exam notice (IP)** **GT New-to-District (IP)** **LEP screening/LPAC (IP)** Teacher Inservice (SS) Open House (SS)				Retention (gC)	Retention (gC)	Retention (gC)	Retention (gC)
September	**RS-ongoing** **Write DGP (SS)** Plan & schedule groups/cl guidance (C) Meet the Counselor (cC) **BBR (cT)** **Credit-by-Exam notice (IP)** **GT New-to-District (IP)** **LEP screening/LPAC (IP)** At Risk Committees (IP) Curriculum Night (SS) Common Sense Parenting (SS) **MAC Study (SS)**							
October	**RS-ongoing** **BBR (cT)** **Red Ribbon Wk. (cT)** **Parent Conference Day (IP)** **LEP screening/LPAC (IP)** Common Sense Parenting (SS)	DUSO (cC)	DUSO (cC)	DUSO (cC) WHO (cC)	Kelso (cC) Divorce (gC)	Divorce (gC) Conflict Res. (gC)	Divorce (gC) Conflict Res. (gC)	Conflict Res. (gC) Growth & Dev. (cO)

* KEY
C- Guidance Curriculum by Counseling Staff
T- Guidance Curriculum by Teacher
O- Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP- Individual Planning
SS –System Support
c-Classroom Session
g-Small Group Session

DGP-Sample Calendar, Elementary
Cypress-Fairbanks ISD
Guidance and Counseling Dept
September, 2001

Sample Calendar-Items in Bold are required as listed. Schedule all other activities according to campus needs

November	**RS-ongoing** BBR (cT) **LEP screening/LPAC (IP)** At Risk Committees (IP) **GT Nominations Notice (IP)** TCA Conference (SS) **MAC Study (SS)**	DUSO (cC)	DUSO (cC)	DUSO (cC)	Kelso (cC) Divorce (gC)	Divorce (gC) Conflict Res. (gC)	Divorce (C) Conflict Res. (gC) ROPES (cO)	Divorce (gC) Conflict Res (gC)
December	**RS-ongoing** Cross cultural awareness (cC) BBR (cT) **LEP screening/LPAC (IP)** **GT Nominations Due (IP)**				Divorce (gC)	Divorce (gC)	Divorce(gC) ROPES (cO)	Divorce (gC)
January	**RS-ongoing** BBR (cT) **LEP screening/LPAC (IP)** At Risk Committees (IP) Mentoring Staff Dev. (SS)		**In-building GT screening (IP)**		Getting Along (gC)	Kelso (cC) Anger mgmt. (gC)	WHO (cC) ROPES (cO) GREAT (cO)	DARE (cO) Anger mgmt. (gC)
February	**RS-ongoing** BBR (cT) Drug Awareness (cO) **LEP screening/LPAC (IP)** **MAC Study (SS)**		**GT notification (IP)**		**Assist with standardized testing (SS)**		ROPES (cO) GREAT (cO) **TAAS Writing (SS)**	DARE (cO)
March	**RS-ongoing** BBR (cT) Drug Awareness (cO) Bullying/Teasing (cC) **LEP screening/LPAC (IP)** At Risk Committees (IP)			**In-building GT screening (IP)**		Test taking skills (cC) **In-building GT screening (IP)**	ROPES (cO) GREAT (cO) **ISC 4/5 GT screening (IP)**	DARE (cO) **ISC 4/5 GT screening (IP)**
April	**RS-ongoing** BBR (cT) Drug Awareness (cO) **LEP screening/LPAC (IP)** **MAC Study (SS)**			**In-building GT screening (IP)**		**In-building GT screening (IP)** **TAAS Rdg. & Math (SS)**	ROPES (cO) GREAT (cO) **TAAS Rdg. & Math (SS)**	DARE (cO) **MS transition (cC)** **TAAS Rdg. & Math (SS)**

*** KEY**

C- Guidance Curriculum by Counseling Staff
T- Guidance Curriculum by Teacher
O- Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP- Individual Planning
SS –System Support
c-Classroom Session
g-Small Group Session

DGP-Sample Calendar, Elementary
Cypress-Fairbanks ISD
Guidance and Counseling Dept
September, 2001

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

May	**RS-ongoing** **DDR (cT)Drug awareness (cO)** **End-of-Year LPAC (IP)** **Credit-by-Exam notice (IP)** **GT Summer Testing notice (IP)** **TEA Conference (SS)**			**GT notification (IP)**	**GT notification (IP)**	**GT notification (IP)** **TAAS info to Parents (SS)**	GREAT (cO) **GT notification (IP)** **TAAS info to Parents (SS)**	DARE (cO) **MS transition (cC)** **GT notification (IP)** **TAAS info to Parents (SS)**
June	**Guidance Program Evaluation (SS)**							

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* KEY
C- Guidance Curriculum by Counseling Staff
T- Guidance Curriculum by Teacher
O- Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP- Individual Planning
SS –System Support
c-Classroom Session
g-Small Group Session

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

Middle School Guidance and Counseling Calendar

Month	All levels	6th	7th	8th
July	**Counselor Inservice (SS)** **New Student Registration (IP)**			
August	**RS-ongoing** Meet the Counselor(cC) **Building Better Relationships (BBR) (cT)** Harassment, Teasing (cC) **Peer Mediation (gC)** **Orientation (cC)** **Credit-by-Exam notice (IP)** **Course Selection & Scheduling (IP)** **Master Schedule Adj. (SS)** **Teacher Inservice (SS)** Open House (SS)	GREAT (cO)		Career Pl. Survey (cT) DARE (cO)
September	**RS-ongoing** **Write DGP (SS)** **BBR (cT)** **Plan and schedule groups and classroom guidance (C)** **Course Selection & Scheduling (IP)** At Risk Committees (IP) Curriculum Night (SS) **MAC Study (SS)**			ROPES (gO) **4-year Plan Conferences (IP)**
October	**RS-ongoing** **BBR (cT)** **Red Ribbon Wk. (cT)** **Counselor Inservice (SS)** Common Sense Parenting (SS)			Theater Arts Drug Play (cT)

KEY
C-Guidance Curriculum by Counselor
T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
SS-System Support
c-Classroom Session
g-Small Group Session

*Sample Calendar, Middle School
ress-Fairbanks ISD
dance and Counseling Dept.
tember, 2001

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

November	**RS-ongoing** **BBR (cT)** **At Risk Group (gC)** **At Risk Committees (IP)** **TAAS Interviews (IP)** **TCA Conference (SS)** **MAC Study (SS)**		**Duke Talent Search (IP)**	
December	**RS-ongoing** **BBR (cT)** **Course Selection & Scheduling (IP)** **TAAS Interviews (IP)**		**Duke Talent Search (IP)**	**4 Yr. Plans (cC)**
January	**RS-ongoing** **Course Selection & Scheduling (IP)** **BBR (cT)** **TAAS Interviews (IP)** **At Risk Committees (IP)**	**Latch-key Program (cC)** **Relationships (gC)**	**Relationships (gC)** **Child Lures (cC)**	
February	**RS-ongoing** **Course Selection & Scheduling (IP)** **BBR (cT)** **MAC Study (SS)**		**WHO (cC)**	**TAAS Writing (SS)**
March	**RS-ongoing** **Course Selection & Scheduling (IP)** **BBR (cT)** **At Risk Committees (IP)**	Elem. Mtg. for 5th to 6th (SS)	**WHO (cC)**	
April	**RS-ongoing** **BBR (cT)** **TAAS Rdg. & Math (SS)** **MAC Study (SS)**			**High School Transition (cC)**

KEY
C-Guidance Curriculum by Counselor
T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
SS-System Support
c-Classroom Session
g-Small Group Session

*Sample Calendar, Middle School
ress-Fairbanks ISD
idance and Counseling Dept
tember, 2001

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Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

May	**RS-ongoing** BBR (cT) **Credit-by-Exam Notice (IP)** **Summer School Conf. (IP)** **TAAS info to Parents (SS)**			**High School Transition (cC)**
June	**Guidance Program Evaluation (SS)**			

***KEY**
C-Guidance Curriculum by Counselor
T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
SS-System Support
c-Classroom Session
g-Small Group Session

P-Sample Calendar, Middle School
ross-Fairbanks ISD
dance and Counseling Dept
ember, 2001

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

High School Guidance and Counseling Calendar

Month	All levels*	9th	10th	11th	12th
July	**Counselor Inservice (SS)** **New Student Registration (IP)**		**Exit Level TAAS (SS)**	**Exit Level TAAS (SS)**	**Exit Level TAAS (SS)**
August	**RS-ongoing** Meet the Counselor (cC) Building Better Relationships (BBR) (cT) **Credit-by-Exam notice (IP)** **Course Selection and Scheduling (IP)** **Review Transcripts (IP)** **Summer School Report Card Check (IP)** **Master Schedule Adj. (SS)** Teacher Inservice (SS) Open House (SS)				
September	**RS-ongoing** **Write DGP (SS)** BBR (cT) Plan and schedule groups and classroom guidance (C) Leadership Skills (gC) Peer Mediation Tr. (gC) Alcohol Ed.-ALC (gC) **Course Selection and Scheduling (IP)** At Risk Committees (IP) **MAC Study (SS)**	**4-year Plan Conferences (IP)**		**Student/Parent Guide to College (cC)**	**Senior Conf. (IP)**

*KEYS
C-Guidance Curriculum by Counseling Staff
T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
SS-System Support
c-Classroom Session
g-Small Group Session

P-Sample Calendar, High School
ress-Fairbanks ISD
idance and Counseling Dept
tember, 2001

Sample Calendar-Items in Bold are required as listed. Schedule all other activities according to campus needs

October	**RS-ongoing** **BBR (cT)** **Red Ribbon Wk. (cT)** Counselor Inservice (SS)	WHO (cC) Suicide/Crisis Prev. (cC)	WHO (cC) Suicide/Crisis Prev. (cC) **PSAT (SS)**	**Exit Level TAAS (SS)** **SAT I&II (SS)** **ACT (SS)** **College/Career Night (IP)**	**Exit Level TAAS (SS)** **SAT I&II (SS)** **ACT (SS)** **College/Career Night (IP)**
November	**RS-ongoing** **BBR (cT)** **Financial Aid Workshop (IP)** **TCA Conference (SS)** **At Risk Committee (IP)** **MAC Study (SS)**		**Career Planning Survey (IP)**	**SAT I&II (SS)** **ACT (SS)**	**SAT I&II (SS)** **ACT (SS)**
December	**RS-ongoing** **BBR (cT)** Teen Summit Interethnic Forum (gT) **Course Selection & Scheduling (IP)**			**SAT I&II (SS)** **ACT (SS)**	**SAT I&II (SS)** **ACT (SS)**
January	**RS-ongoing** **BBR (cT)** Teen Summit Interethnic Forum (gT) **New Student Registration (IP)** **Course Selection & Scheduling (IP)** **Master Schedule Adj. (SS)** At Risk Committee (IP)			**SAT I (SS)**	**SAT I (SS)** **Graduation Transcript Review (IP)**

***KEYS**

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T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
SS-System Support
c-Classroom Session
g-Small Group Session

[redacted]

Sample Calendar-Items in **Bold** are required as listed. Schedule all other activities according to campus needs

February	**RS-ongoing** **Course Selection & Scheduling (IP)** **BBR (cT)** **MAC Study (SS)**	**Keeping Options Open (IP)**	**Exit Level TAAS (SS)**	**Exit Level TAAS (SS)** **ACT (SS)**	**Exit Level TAAS (SS)** **ACT (SS)**
March	**RS-ongoing** **BBR (cT)** **RPTE testing (SS)** **TEA HS Conf. (SS)** **Course Selection & Scheduling (IP)** **At Risk Committee (IP)**	WHO (cC)	WHO (cC)	**SAT I (SS)**	**SAT I (SS)**
April	**RS-ongoing** **BBR (cT)** **TACAC Conf. (SS)** **MAC Study (SS)**	WHO (cC)	WHO (cC) **Exit Level TAAS (SS)**	**Job Fair (IP)** **ACT (SS)** **Exit Level TAAS (SS)**	**Job Fair (IP)** **ACT (SS)** **Exit Level TAAS (SS)**
May	**RS-ongoing** **BBR (cT)** **Summer School Conf. (IP)** **TAAS info. to Parents (SS)**			**SAT I&II (SS)**	**SAT I&II (SS)** **AP Testing (SS)** **Identify graduating students (IP)** **Graduation (SS)**
June	**Guidance Program Evaluation (SS)**			**SAT I&II (SS)** **ACT (SS)**	**SAT I&II (SS)** **ACT (SS)**

***KEYS**

C-Guidance Curriculum by Counseling Staff
T-Guidance Curriculum by Teacher
O-Guidance Curriculum by Other (DARE Officer, Nurse, etc.)
RS-Responsive Services (consultation, community referrals, crisis intervention, individual counseling)
IP-Individual Planning
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DEVELOPMENTAL GUIDANCE PROGRAM
High School
Caseload Assignment of Counseling Staff
End-of-Year Evaluation

_____
(school name)

(List each counselor by name, assignment and activities.)

Counseling Staff*	Title	Grade Level Served	Enrollment	Number of Small Groups Conducted	Number of Students Served in Small Groups	Number of Guidance Curriculum Presentations	Number of Students Served in Guidance Curriculum Presentations
TOTAL							

*Include all campus counseling staff—Campus Counselors, Intern, YSS, Special Education Counselor, Psychologist

DGP-Caseload Assignments, High School, End-of-Year
Cypress-Fairbanks ISD
Guidance and Counseling Dept